

## **BURNOUT AMONG HIGH SCHOOL STUDENTS: HOW DOES IT RELATE TO GOAL ORIENTATION AND PERCEIVED TEACHER BURNOUT?**

**T-1**

**Jagodics, Balázs \*, Nagy, Katalin \*\*, Szénási, Szilvia \*\*, Varga, Ramóna \*\***

*\* University of Pécs*

*\*\* University of Szeged, Institute of Psychology*

**Keywords:** student burnout; motivation, goal orientation; perceived teacher burnout

The efficiency of teaching in schools is mediated by various factors. Individual factors like motivation proved to be strong predictors of academic performance and school engagement (Dweck & Leggett, 1988; Elliot, 1997; Vallerand et al., 1992). Other, external factors, like the student's resources and demands in school (Salmela-Aro & Upadyaya, 2014), or the perceived enthusiasm of their teachers (Zhang & Sapp, 2008; Kunter et al., 2011) could also affect the students' attitudes and emotions toward learning. Therefore recent studies tend to focus on exploring burnout, which seems to be a major problem in education. Burnout consists of three factors: negative emotions, lack of motivation and decreased performance (Maslach & Jackson 1981). Studies highlight that burnout is a complex phenomenon, and therefore it needs to be explored from different aspects (Salmela-Aro, Kiuru, Pietikäinen & Jokela, 2008).

Our research focused on student burnout (Salmela-Aro, Kiuru, Pietikäinen & Jokela, 2008). Altogether 372 high school students participated in the data collection, in which four questionnaires were used to measure student burnout, goal orientation, perceived teacher burnout and school demands/resources. The data supported our hypothesis regarding the prevalence of student burnout, as 25% of the participants scored high on the scale. Moreover, students who are affected mostly by burnout tend to experience more demands than resources in school. Correlation analysis showed that school demands are linked to burnout positively, while school resources related negatively to burnout scores. Linear regression analysis showed that goal orientation and perceived teacher burnout are significant predictors of student burnout scores.

These results may be important in understanding the mechanisms which could lead to student burnout. These findings could have useful practical indications, such as establishing preventive methods, which could help create motivating and efficient schools.